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THE

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Franklin Press:
Rand, Avery, & Co., Boston.

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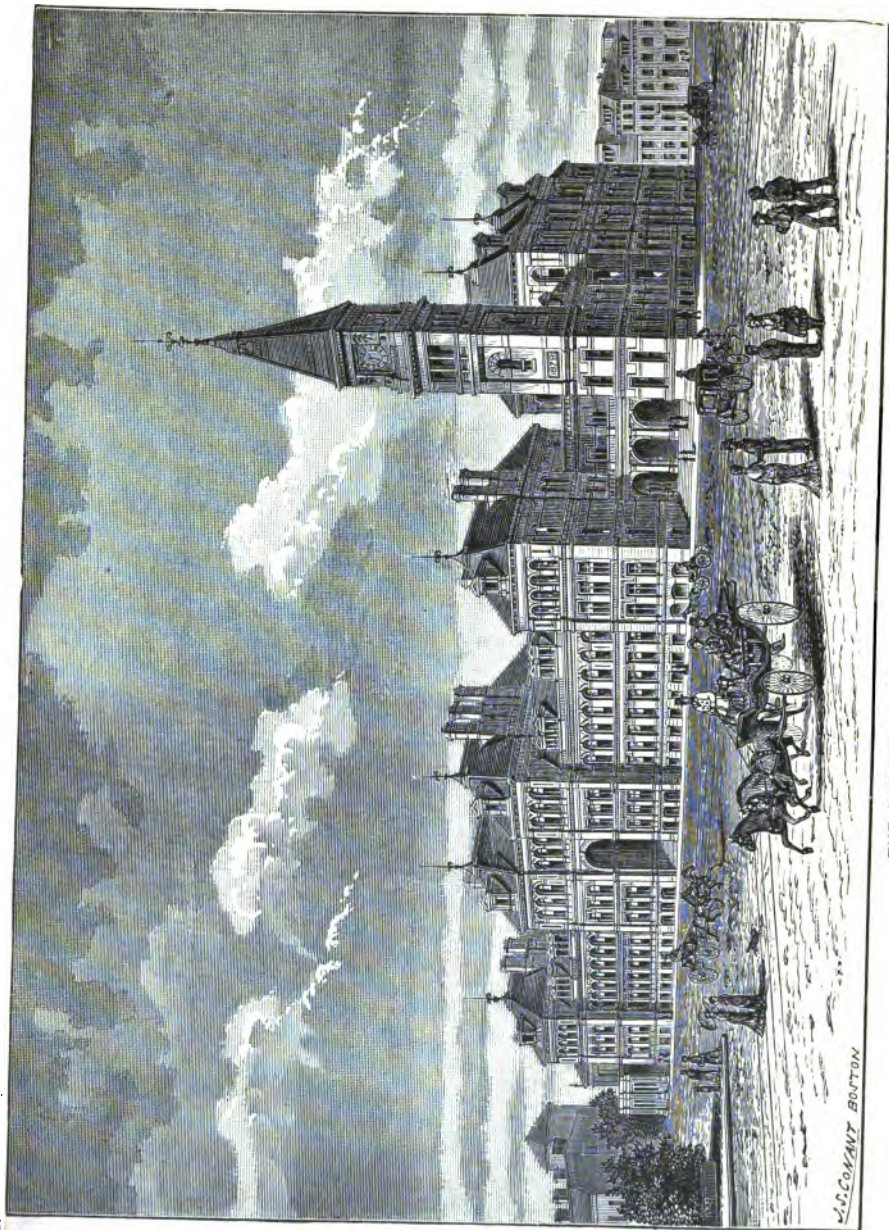
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PREFACE.

THE following sketch was written for THE HARVARD REGISTER. It contains nothing that is not already on record, but combines in a connected story matter from very different sources. There are, among the treasures of the school, many manuscripts, written by early pupils, from which a vivid picture of it in the last and at the beginning of the present century is to be gained. In my editorial work upon the Catalogue of Masters and Pupils of the School, now in press, I have had access to these papers, and have made use of them, and of Mr. Gould's article on the Latin School, originally published in "The Prize Book;" Dr. Dimmock's Memorial Address on Dr. Gardner; manuscript reports to the Boston Latin-School Association from its Historical Committee, most of which are from the pen of the Rev. Dr. Hale; John T. Hassam's Memoir of Ezekiel Cheever, originally published in "The New-England Historic-Genealogical Register;" editorial articles in the Boston papers on the successive dinners of the Latin-School Association, and the reports of reminiscences of their school-days given by old graduates and pupils at those dinners,—taking freely whatever served my purpose.

H. F. J.

Nov. 10, 1880.



THE BOSTON ENGLISH-HIGH AND LATIN SCHOOL,
Warren Avenue, Dartmouth and Montgomery Streets.

THE BOSTON PUBLIC LATIN SCHOOL.

THE Boston Public Latin School is the oldest educational institution in the country. Its first masters might have seen Shakspeare act in his own plays; its second master preceded John Milton and John Harvard at Cambridge by nearly a quarter of a century. "If the tradition is true that Cheever was a pupil at St. Paul's School in London, it is not impossible that John Milton in the deputy Grecian form might have heard Ezekiel Cheever, then in the fourth form, translate his Erasmus, or repeat his '*as in præsenti*.'"

A preparatory school should naturally be established before a college: so it is not strange that this School antedates Harvard College by two or three years, justifying the remark of a distinguished graduate of both, that "the Latin School dandled Harvard College on her knees." From the earliest times the pupils of the one have passed on to the other in a stream whose flow, occasionally narrowed or widened, has never been intermitted; and the names of not a few of the most eminent graduates of the College are borne on the rolls of the School.

The Latin School has always been a democratic institution. Its privileges have been confined to no class. The minister's and the tallow-chandler's sons have sat side by side on its forms, and engaged in friendly rivalry in schoolroom and on play-ground, and equally enjoyed its privileges. Its honors have been given for merit, and all have had the same chance to gain them. In establishing this School, our fathers provided at the very beginning a school for teaching the higher branches, instead of one for mere elementary instruction.

An interesting article in a volume of the "Proceedings of the Massachusetts Historical Society" shows that the establishment of this school is largely due to John Cotton, who brought to this country a knowledge of the High School which was founded by Philip and Mary in 1554 in Boston, in Lincolnshire, England, in which Latin and Greek were taught. Cotton came to this country in 1633, and was one of the ministers of the First Church. Two years later, the Free School was established; and his will provides that under certain contingencies half his estate should go to Harvard College, and half to the Free School of Boston, which confirms the impression that he was prominent in founding it. A house for the master to live in free of rent, a feature of the English school reproduced here, strengthens this impression.

"The wish and determination of John Winthrop and the other founders . . . was 'to beat Satan in each and all of his lairs,' . . . and they determined that 'for the common defence and for the general welfare should the classical languages be taught at the common charge.' The earliest statute, therefore, for the establishment of free schools, passed ten years after Winthrop's work in founding the Latin School, provided also for classical schools. The General Court nobly explained why they took this order: 'It being one chief project of Satan to keep men from the knowledge of the Scriptures . . . by persuading from the use of tongues, . . . —that learning may not be buried in the graves of our fathers.'"

Undoubtedly American free education has taken a broader range, because this, the first free school in the country, made the higher education and preparation for the university its chief object.

The school was established when, on the "13th of the 2d moneth 1635 . . . Att a General meeting upon public notice . . . it was . . . generally agreed upon, that our brother Philemon Pormort shall be intreated to become schole-master for the teaching and nourtering of children with us." Little is known of Mr. Pormort or of his teaching; that he taught Latin rests on the fact that the celebrated John Hull, for a time one of his pupils, knew something of it. He seems to have followed Wheelwright (banished for his adhesion to Mrs. Hutchinson) to Exeter, N.H., and subsequently to have gone to Wells, Me., and to have returned to Boston about 1642. Of his death there appears no record.

In August, 1636, a subscription was made "by the richer inhabitants, toward the maintenance of a free schoolmaster for the youth with us," and Daniel Maude, a graduate of Emmanuel College, Cambridge, who came to America in 1635, and was then about fifty years old, was chosen to the office. Mr. Maude is called "a good man, of a serious spirit, and of a peaceable and quiet disposition." In 1643 he went to Dover, N.H., as minister to the congregation there, and remained until his death in 1645. In 1637 a garden-plot was assigned to "Mr. Danyell Maude schole-master on condition of his building thereon if need be." There is some doubt as to whether Mr. Maude was an associate or successor of Mr. Pormort, but since Mr. Pormort is spoken of, some years after his return to Boston, as the only schoolmaster of the town, it is possible that Mr. Maude may have held the office while he was absent, and that he may have resumed it, for a while, after his return.

Beside the subscription already referred to, bequests were from time to time made to the School, sometimes of money, sometimes of

lands rented on long leases ; and the records frequently speak of the lease of lands, or the loan of legacies, originally given for its benefit. The town of Boston early appropriated to its support the rents of Deer, Spectacle, and Long Islands, in the harbor, which had been granted to the town by the General Court. In 1641, the record says, "It is ordered that Deare Island shall be improved for the maintenance of a Free schoole for the Towne ;" and in 1644 it was let for three years for £7 per annum for the use of the School ; in 1647, for £14 per annum for seven years ; and in 1648, for twenty years at the same rate ; while Long and Spectacle Islands were leased for 6d per acre annually for the same purpose. In August, 1645, it was voted "to allow forever £50 to the Master, and an house, and £30 to an Usher . . . and Indians' children were to be taught gratis."

The successor of Mr. Maude was Mr. Woodbridge, supposed to have been the same as the first minister of Andover, mentioned in Mather's *Magnalia*. Nothing more is known of him. The question has been lately raised whether Benjamin Woodbridge, his brother, the first graduate of Harvard College, is not more likely to have been the teacher ; but Mr. Sibley is of the opinion that the title "Mr." on the records points to some one other than a mere Bachelor of Arts, who would probably have been called *Sir*.

Robert Woodmansey became the "Scholemaster" in 1650, upon a salary of £50, besides a house to live in. In 1669 his widow is notified that the use of the "Schoole house is needed by the town," and she is desired to provide otherwise for "her selfe," and, three months after, she is allowed an annuity of £8 during her widowhood.

Mr. Woodmansey had for an assistant Daniel Hinchman (or Henchman), subsequently one of the most renowned captains of the colony. In 1667 Benjamin Tompson, a well-known physician and poet, became master of the School, remaining about four years. From this time the history of the School emerges from the clouds of tradition into the clearer light of trustworthy history.

Ezekiel Cheever, then a teacher at Charlestown, was invited, Dec. 29, 1670, to become the head master, and Mr. Tompson to remain as his assistant ; but Mr. Tompson, having been invited to Charlestown, probably to the place vacated by Mr. Cheever, after three days' deliberation, decided not to remain here, and to accept the invitation there ; which acceptance, so Major-Gen. (afterward Gov.) John Leverett, to whom it was signified, declares under his own hand "cannot be any just offence that I knowe of." Mr. Cheever was born in London, Jan. 25, 1614, and came to Boston in June, 1637. The next spring he went to New Haven, where he remained some time as a teacher, and

probably wrote "The Accidence," an elementary work in Latin which passed through eighteen editions before the Revolution, and is thought to have done "more to inspire young minds with the love of the study of the Latin language than any other work of the kind since the first settlement of the country." From New Haven he removed in 1652 to Ipswich, thence in 1661 to Charlestown, and remained there till he came to Boston. He was about fifty-six years old when he took this School; but he lived to an advanced age, and during thirty-seven years he trained not a few of New England's most distinguished men. He was remarkable for piety as well as learning. Judge Sewall speaks of him in his diary as "having labored in his calling as teacher, skillfully, diligently, constantly, Religiously, seventy years. A rare instance of Piety, Health, Strength, Serviceableness." He was master of the School until 1708, and was the first master to die in office, an event not to happen again in the history of the School for one hundred and sixty-eight years, and then to occur twice in a

single twelvemonth. He died, "Venerable," says Gov. Hutchinson, "not merely for his great age, ninety-four, but for having been the schoolmaster of most of the principal gentlemen in Boston who were then upon the stage. He is not the only master who kept his lamp longer lighted than otherwise it would have been by a supply of oil from his scholars." He was buried from the schoolhouse, and a funeral oration was delivered over his remains by Mr. Williams, his successor.



JOHN LOVELL.

The renowned Cotton Mather, one of his most

eminent pupils, in a funeral discourse upon him says, "We generally concur in acknowledging that New England has never known a better teacher. . . . It was noted, that, when scholars came to be admitted into the College, they who came from the *Cheeverian education* were generally the most unexceptionable."

Again he says of him personally, "He so constantly prayed with us every day, and catechized us every week, and let fall such holy counsels upon us; he took so many occasions to make speeches to us, that should make us afraid of sin and of incurring the fearful judgments of God by sin; that I do propose him for imitation. . . . He was well studied in the body of divinity, an able defender of the faith and order of the gospel, notably conversant and acquainted with the scriptural prophecies."

Elsewhere Dr. Mather couples his name with that of the distinguished master of Cambridge, —

"'Tis Corlet's pains and Cheever's we must own,
That thou, New England, art not Scythia grown."

Nathaniel Williams was appointed to succeed Mr. Cheever. He is supposed to have been educated at the School, and, if so, was the first pupil to become its master. He was an agreeable man, a graduate of Harvard College, and ordained as an evangelist for one of the West-Indian Islands; but, finding the climate unhealthy, he returned to Boston. He also practised as a physician while master of the School. "Amidst the multiplicity of his duties as instructor, and physician in extensive practice, he never left the ministerial work."

During his predecessor's time, the number of pupils had so increased, that often there were a hundred in the School. As a single master could not easily instruct so large a number, it had been customary for the masters to employ assistants at their own expense; but in 1709 it was proposed to advance the master's salary to a hundred pounds per annum, and to provide an assistant at the town's charge.

At the same time it was recommended, "for the promoting of Diligence and good Literature, that the Town . . . do nominate and appoint a certain number of Gentlemen of Liberal Education, Together with some of the Rev^d Ministers of the Town, . . . to Visit y^e School from time to time, when and as oft, as they Shall think fit, To Enform themselves of the Methods Used in Teaching of the Schollars and to inquire of their Proficiency, and to be present at the performance of some of their Exercises, the Master being before notified of their coming. . . . And at their said Visitation, One of the Ministers by turns to pray with the Schollars, and Entertain 'em with Some Instructions of Piety Specially Adapted to their Age and Education."

John Lovell was the next master. During four years he had been assistant master, and forty-two years he was head master. The list

of his pupils embraces many of the most illustrious men of the time. He had, and probably deserved, a high reputation for learning; but, was severe and rough, a rigid disciplinarian, and thoroughly feared by his pupils. In the Harvard Memorial Hall is his portrait, by his pupil Nathaniel Smibert, "drawn," says Judge Cranch, "while the terrific impressions of the pedagogue were yet vibrating on his nerves. I found it so perfect a likeness of my old neighbor that I did not wonder when my young friend told me that a sudden undesigned glance at it had often made him shudder." Lovell was a rigid loyalist, and, when Boston was evacuated, retired to Halifax, and there closed his life. His son James, for a long time his assistant, was an equally strong patriot. The two masters occupied desks at the opposite ends of the room; and a pupil of a later day pictures them as "pouring into infant minds, as they could from the classics of the empire or the historians of the Republic, the lessons of absolutism or of liberalism." Master John Lovell delivered the first address in Faneuil Hall; Master James the first in commemoration of the Boston Massacre, some of the boys going to hear it in defiance of the old master, who refused them a holiday. Master James was imprisoned in Boston Jail for his political faith, and carried by the British troops to Halifax, where he remained six months before he was exchanged.

Harrison Gray Otis, afterwards mayor of Boston, was a pupil of Lovell's. Coming to school April 19, 1775, he found his way stopped by Percy's brigade drawn up across the head of School Street in preparation for their march to Lexington. He had to pass down Court Street, and come up School; and just entered the room in time to hear Master Lovell dismiss the boys: "War's begun and school's done: *Deponite libros.*"

History says the schoolmaster's daughter played her part in the battle of Bunker Hill. The British officer of ordnance was quite attentive to her, and in consequence neglected his duty, and provided twelve-pound shot for the six-pounders that were to open on the rebel intrenchments, repeating the error, when orders had been sent to correct it, to the intense disgust of the commander.

It was Lovell's boys, too, who had the memorable interview about the destruction of their coast with Gen. Haldimand, — not Gen. Gage, as the story is usually told, — who occupied the house in School Street just below the School. The coast was not on the Common, but down Beacon and School Streets, past the School.

Master Lovell's house was in School Street, next below that of Gen. Haldimand. It had a large garden, extending back towards Court Street, in which the best boys of the School were allowed, as

a reward of merit, to work. They were also allowed to saw the master's wood and bottle his cider, and, while thus engaged, might laugh as loudly as they pleased.

After Lovell's departure, the School was closed for a short time, until, in June, 1776, Samuel Hunt, an old pupil of the School and a graduate of Harvard College, was transferred from the North to the South Grammar School, and remained at its head for about thirty years. He did not have, by any means, an easy time. Conscientious and rigid in discipline, he was occasionally involved in difficulties with the parents of his pupils, and did not always coincide with the School Committee. He had reason, too, to complain of the treatment by the town, which did not carry out its contract. After some controversy between him and the committee, he resigned in 1805, on a pension secured for him by the exertions of the committee, and moved first to Watertown, and later to Kentucky, where he died.

Dr. James Jackson says of him, "Master Hunt certainly was not well spoken of among his boys when I was in his school; and, if their judgments were to be relied on, he was not among the excellent. But the same was true in respect to most of the schoolmasters I knew when a boy. It seemed to be a matter of course to find fault with the master. And at College the excellent President Willard was spoken of in terms the most opprobrious by the pupils under him; so that it was not till my senior year that I discovered that he was not a cold, austere, heartless despot, but, on the other hand, a man of great sensibility, truly tender-hearted, a lover of justice, but not prone to severity. Master Hunt was a passionate man, and certainly committed errors from this cause. But these were occasional. In general he was kind; and he was, I think, greatly interested in the welfare and improvement of his scholars." After mentioning certain ways in which he used to endeavor to excite his pupils' interest in their studies, he concludes, "I am desirous to do credit to Master Hunt, of whom, since I arrived at years of discretion, I have always thought well. I think his pupils did not do him justice, and that some occasional follies of passion were remembered by them, while many excellent daily services, performed with a good spirit and honest purpose, were overlooked."

In Lovell's time, all that was required for admission was to read a few verses in the Bible. The School was divided into several classes, each of which had a separate bench, or form. The boys sat on these at first in the order in which they came to Lovell's house for examination. "The books used the first year were, 'Cheever's Accidence,' 'Nomenclatura Brevis,' and 'Corderius' Colloquies; the second

year, 'Æsop's Fables,' and, towards the close, 'Eutropius' and 'Ward's Lilly's Grammar;' the third year, in addition, a book called 'Clark's Introduction.' In the fourth year, the fourth form, as well as the fifth and sixth, being furnished with desks, commenced 'making Latin,' and took 'Cæsar's Commentaries.' After this the three upper classes read 'Tully's Orations,' the first books of the 'Æneid,' and dipped into Xenophon and Homer."

The course of study continued nearly the same under Master Hunt, according to Dr. Jackson, who says, in addition, "We were well drilled

in the grammar, so called; made familiar with the inflections of words and with the rules of syntax; required to be exact in the pronunciation of words and in the accent of quantities."

School began in the morning at seven in summer, and eight in winter, and in the afternoon at one throughout the year. It ended at eleven in the morning, and five in the afternoon, and then the greater part went to writing-school for an hour. On Thursday school broke up at ten A.M., to give opportunity to attend the Thursday lecture. School opened with *Attendamus* to a short prayer; it ended with *Deponite libros*. In the first and most of the lower forms they changed places according to the daily recitations; in the higher forms, not so often. In Greek they read the



EPES SARGENT DIXWELL.

Greek Testament, and nothing else.

William Biglow, who had for some time previous been a teacher in Salem, succeeded Mr. Hunt. Whatever his qualifications as an instructor, he was no more successful as a disciplinarian than his predecessor. He is said by those who remember his government to have been harsh and severe. The boys rebelled at his rule, and resisted his authority. Of this, Ralph Waldo Emerson gave an amusing account at the first dinner of the Boston Latin-School Association.

The state of the School became at last so unsatisfactory, that Mr. Biglow resigned in 1813.

The committee then determined to choose as master a young man, whose inexperience in teaching would be compensated for by his not being wedded to any particular mode of discipline or instruction, and thus prevented from adapting himself to the requirements of the School.

Acting on the advice of President Kirkland, the choice which they made of Benjamin Apthorp Gould, then a member of the senior class at Harvard College, proved most fortunate for the School, which under him, regained public confidence. Mr. Emerson, in his speech above referred to, tells the manner in which Mr. Gould was introduced to the School. The older pupils of the School still living freely testify to their obligation to Mr. Gould, and to their respect for his character. He was a kind-hearted man, and had an excellent faculty for maintaining discipline without severity: he instilled correct principles into the minds of his pupils, and under him the School acquired the elevated character it has since held.



CHARLES K. DILLAWAY.

Mr. Gould resigned in 1828 to go into business, and was succeeded by his assistant, Frederick P. Leverett, author of the Latin lexicon. In 1831 he resigned to take charge of a private school, but was re-appointed in 1836, and died before resuming the office.

During the five years between Mr. Leverett's resignation and re-appointment, Charles K. Dillaway, a pupil of the School in 1818, a graduate of Harvard College in 1825, and from 1827 usher or sub-master in the School, was the master. Under him the number of pupils increased, and the same thorough preparation for College was given. Since his retirement from the School he has not been idle; but a uniform edition of the Latin Classics, and many articles in periodicals

testify to his literary activity, and he has been an efficient and valuable member of several literary and scientific societies. He is now the highly esteemed President of Boston Latin School Association.

After ill health had caused Mr. Dillaway to resign in 1836, and seek less laborious employment, and Mr. Leverett's death, as before mentioned, Epes Sargent Dixwell, a pupil of the School in 1816, and a graduate of Harvard College in 1827, and for a year and nine months sub-master of the School, was appointed his successor, and held the office till 1851, when he resigned, and established the private school in Boston with which he was long identified. He is still living, and enjoys the respect and love of his pupils.

His successor was Francis Gardner, a pupil of the Latin School in 1822, a graduate of Harvard College in 1831, and from that time to



FRANCIS GARDNER.

the day of his death, with the exception of one year spent in Europe, a teacher in the School. To describe Dr. Gardner, or what he did, to a Latin-School boy of the present or last generation, is a work of supererogation. No man was better known in Boston. His classmate, Wendell Phillips, says, "He was, from mere boyhood and life long, eminently a just man, only claiming fair play, and more than willing to allow it to others. I never knew the time, even in his boyhood, when he did not detest or despise a sham." Professor William R. Dim-

mock, one of his pupils, and afterwards a teacher under him, said, in a memorial address to the Boston Latin-School Association, "This was the uneventful life of Dr. Gardner: his daily course in and out of the same house for more than thirty years, at the same school for forty-three; the regular hours, till age began, at the gymnasium, and early in his life the daily walk to Roxbury Neck; the only relaxation looking in at the book-stores in search of something that he might use in his work; and, at one period of his life, groping among the piles of books at

the Public Library; a simple, quiet life, that many men might pass, and yet leave nothing distinctive in their record. . . . The great object that he aimed at in his instructions was that the boys in their classical work should learn Latin and Greek, and not merely to translate certain selections from the languages. . . . He had a certain grim humor, and an odd quaintness of expression, that were very effective in his dealings with the boys, and often very amusing as they were repeated and passed through the school."

At the time of his last illness Dr. Gardner was granted by the School Committee a leave of absence, which expired on the very day of his death. He was thus the first head master to die in office since the death of Ezekiel Cheever.

Augustine Milton Gay, a graduate of Amherst College in 1850, one of the masters of the School, was made head master in June, 1876; but he was taken ill soon after the close of the summer vacation, and could only attend to his work for a short time each day until November, when he died suddenly.

For the next six months the School was under the charge of Moses Merrill, a graduate of Harvard College in 1856, who was appointed head master in June, 1877. He became an usher in the School in 1858, and has been connected with it ever since, so that he is thoroughly acquainted with its traditions and imbued with its spirit; under his control the

aims of the School have been as high as ever, and it is to-day faithfully discharging its task of thoroughly fitting boys for College.

Such have been the men who, as masters, have for almost two and a half centuries maintained the reputation of the Latin School. They have had worthy assistants to carry out their plans, and second their endeavors. On the roll of assistant teachers we find the names of men who have acquired honor in their day in many a field of human effort, of whom we may mention Professor Edward Wigglesworth, Rev. Wil-



MOSES MERRILL

liam Bentley, Rev. Samuel Cooper Thacher, Dr. Jacob Bigelow, Rev. N. L. Frothingham, Rev. Samuel Gilman, Right Rev. Jonathan M. Wainwright, Revs. Alexander Young, William Newell, Chandler Robbins, Professor Henry W. Torrey, Rev. Edward E. Hale, Dr. John P. Reynolds, Revs. Joseph Henry Thayer and Phillips Brooks.

The first building of the South Grammar School in Boston stood in School Street, just behind King's Chapel, and on part of the burying-ground. Of this school there exists only a conjectural representation made from descriptions, which is shown in the engraving on the opposite page. It was two stories high, and probably partly occupied by the schoolmaster and his family. In 1748 this building was moved at the expense of the proprietors of the church, for their own accommodation. Mr. Lovell opposed the removal; but the town agreed to it, in a tumultuous meeting (April 18, 1748), by 205 yeas to 197 nays. In the afternoon of the same day this epigram was sent to Mr. Lovell:—

"A fig for your learning! I tell you the Town,
To make the *church* larger, must pull the school down.
Unluckily spoken, replied Master Birch, —
Then *learning*, I fear, stops the growth of the *church*."

Another building was then erected on the opposite side of the street, on the site of the Parker House. It is described as a low building, with an attic, and with a cupola above, but no trustworthy picture of it is known to be in existence. In 1812 it gave place to a building, well remembered by our older citizens, of three stories, with a granite front. At first this was only partly occupied by the Latin School; but in 1816, under the interest excited by Master Gould's management, it required the second story, and later the whole building. Its appearance is shown by the engraving on page 19.

In 1844 the School was removed to the building on Bedford Street, shared with the English High School. This building has long been too small for the needs of the School, so that many pupils have been instructed outside. It is to be abandoned, probably during the present year, for the new edifice on Dartmouth Street and Warren Avenue, which the city has erected for the joint occupancy of the High and Latin Schools, where for the rest of this century at least, and perhaps much longer, the Latin School may fairly expect to remain.

The exterior of the building is handsome and imposing, but some of the arrangements of the interior might be criticised, and could be improved. The city has meant to provide well for its two chief schools, and in the main has done so. The building is a modern

Renaissance style, of brick, with the lines of strength treated architecturally in stone, and intended to be fire-proof. KING'S HANDBOOK OF BOSTON describes it as "the largest structure in America devoted to educational purposes, and the largest in the world used as a free public school." It was begun in 1877, and finished in November, 1880. The Dartmouth-street front, which is to be occupied by the school-board, is not to be completed at present. Without it the building is 339 feet long and 220 feet wide. The structure is three stories high, with a basement, and is designed after the German plan of the hollow square with corridors following its outlines. The walls of the corridors are of brick, making fire-proof sections. Each schoolroom will accommodate about thirty-five pupils.



THE FIRST LATIN SCHOOL, ON NORTH SIDE OF SCHOOL STREET, 1635.

There will be fifty-six rooms, all fronting on the streets. The width of the whole building is simply the width of a room and its corridor, thus insuring the best light and ventilation. At the centre the two parts of the building are connected by a corridor, on one side of which are rooms for the head master, library, teachers, and cabinets of the Latin School, and on the opposite side corresponding rooms of the High School. The staircases are of iron, and to each building there is a tower with a winding staircase, proving an extra means of egress. Each school is furnished with a large exhibition-hall, arranged in amphitheatre form, 62 by 82 feet and 25 feet high, and with an ample drawing-room suitably lighted from above. The interior is finished

in pine, grained in imitation of hard wood. The two schools are further connected by a drill-hall and gymnasium, designed for common use. "The drill-hall is a grand feature. It is 130 feet long by 60 feet wide, and 30 feet high, and is on the street-level, with entrances from Warren Avenue and Montgomery Street and the court-yards. The floor is of thick plank, calked like a ship's deck, and is laid upon solid concrete. The hall is to accommodate the whole school battalion, and can also be used for mounted drill. With its galleries it could seat 3,000 persons. With the gymnasium above, of the same size, it is finished in natural materials, and treated so as to get a structural effect of open timber-work, the wood being hard pine, shellacked and varnished; the walls of Philadelphia brick laid in bright red mortar, and trimmed with sandstone."

In 1785, while the old schoolhouse was undergoing repairs, Master Hunt taught for a time in Faneuil Hall. Later the school was kept in an old barn in Cole Lane, now Portland Street (otherwise spoken of as the Mill Pond), because the new building was in progress on the School-street site; then it was moved to Scollay's Building, on Pemberton Hill, and then to the new stone schoolhouse.

The Latin School has done its part to strengthen the argument of those who claim that the influence of classical studies is to inspire a generous patriotism. Many of its scholars were distinguished in the earlier conflicts of the nation, both military and civil.

Some, no doubt led by the principles and example of Master Lovell, adhered to the mother-country, and left names to be inscribed in the annals of American loyalists. Others, influenced probably by the teachings of his son, read more correctly the signs of the times, and took their places among the Sons of Liberty.

The first name upon the Declaration of Independence, in the large, free hand, so familiar to us, which was probably learned at the Latin School, is that of a Latin-School boy, and below it are those of four others who received their early instruction from the same source.

In the later days of the Rebellion the Latin-School boys proved how

"Dulce et decorum est pro patria mori;"

for two hundred and seventy-six filled posts in the military and naval service, of whom fifty gave up their lives, and all on every field did honor to themselves and the school.

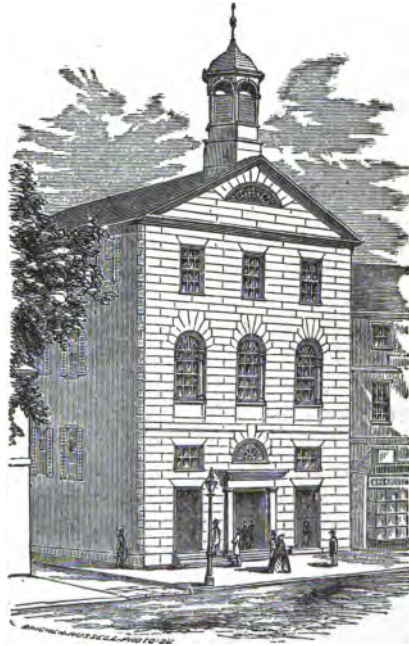
In the Twelfth Massachusetts Regiment, commanded by a Latin-School boy, was one company, whose captain was also a Latin-School boy, which was adopted by the School, bore its name, and was, while

in service, the object of its interest and tender care. To this company the boys of the School gave a standard, made in imitation of that of the Roman legions, which, after the war, was returned to the School, and now hangs on the wall of the hall.

In the same hall stands a statue by Richard S. Greenough, a Latin-School boy, which was erected by the graduates of the School to honor those who had honored her, and to commemorate those who had fallen in defending their country. This statue represents the *alma mater* of the School, resting on a shield which bears the names of the dead, and extending a laurel crown to reward those who returned. On marble tablets on either side are the names of all the scholars who served in the national forces without losing their lives. This statue, elegant as a work of art, and invaluable as an inspiration, was dedicated in December, 1870, with an oration by Hon. William M. Evarts, and a poem by William Everett. In the new building it is to stand before the entrance door, a daily reminder to the pupils of the patriotism and devotion which it is the duty of education to foster, and of educated men to cherish. The schoolroom also contains portraits in oil and in crayon of distinguished alumni.

Since the war, instruction in military drill has been given in this as in other high schools in the city. Opinions will differ about the wisdom of thus introducing the study of arms among the elements of a

liberal education; but great attention has been paid to it, with, it is claimed, very satisfactory results, and there is no disposition at present to discontinue it. In the new building the rooms best adapted to their purpose, and finished with the most care and atten-



THE THIRD LATIN SCHOOL, SOUTH SIDE OF SCHOOL STREET, 1812.

tion to detail, are the large drill-hall and gymnasium for the use of both schools.

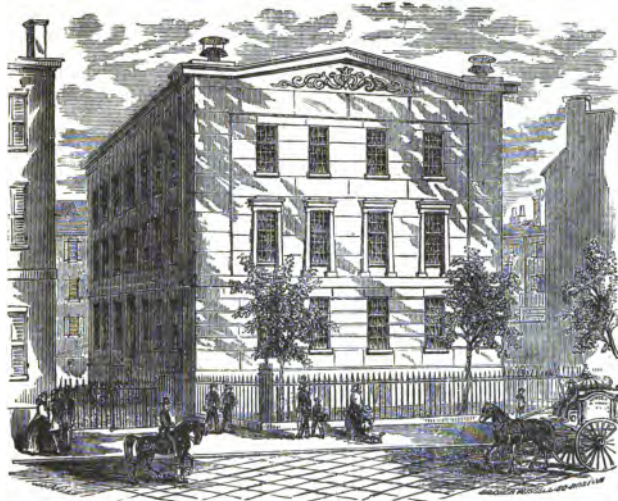
The object of the Latin School has always been the preparation of boys for college: accordingly, as the requirements for admission to college have increased, its curriculum has broadened, and the branches studied to-day are much more numerous than those of half a century ago.

As a rule, the citizens of Boston have cherished the Latin School; but occasionally, when the purpose for which it was established has been forgotten, or when doubts have arisen in the community of the utility of classical studies, complaints have been brought against it, and attempts made to change its character, or even to merge it in other schools or abolish it entirely. But it has pursued the tenor of its way with unabated energy, resisting all such attacks, and finally triumphing over them.

Very early in its history the number of scholars was frequently more than a hundred. Under Mr. Hunt and Mr. Biglow there was a falling-off, but after Mr. Gould became master the School took a fresh start. During his fourteen years 158 boys were fitted for college, in Mr. Leverett's three years 32, in Mr. Dillaway's five years 39, in Mr. Dixwell's fifteen years 181, and in the first ten years of Mr. Gardner's rule 168; the average per year being thus raised from a little less than 12 to nearly 17. During the four years that the present master has been at the head of the School, 91 pupils have been graduated, of whom 6 entered professional schools or business, and the other 85 applied, with success, for admission to various colleges. In addition, 19 have, without graduating, gone from the School to higher institutions of learning. In 1851 the number of pupils was 131, in 1861 263, at the present time 340. The number of teachers has varied with the number of scholars. At present there are a head master, three masters, and eight junior masters, beside instructors in French, German, drawing, and military drill.

The high qualities attributed by Mather to the *Cheeverian education* have characterized that obtained under his successors. So far as examination for college is a test of acquirement, the class of this year has done itself and its instructors particular credit. Out of twenty-seven who graduated, one went into business, the other twenty-six applied for admission to college, and twenty-three were unconditionally admitted. Twenty-four applied to Harvard; of whom sixteen passed the examination "with credit" in one or more subjects or groups of subjects. One received six "honors," another five, and the remainder from four to one each. At the same time the second

class, numbering thirty-three, was recommended for the preliminary examinations. Two did not appear; the other thirty-one wrote two hundred and twenty-six papers, of which two hundred and eleven were successful. Certainly this is a record of which the School need not be ashamed; and all questions of the wisdom of continuing it to be the pride of Boston, and the culmination of her educational system in the future as in the past, ought to be set at rest.



THE FOURTH LATIN SCHOOL, ON BEDFORD STREET, 1865.

In 1854 Hon. Abbott Lawrence gave a sum of money, of which the interest is distributed in prizes for the general encouragement of the scholars. There is another fund contributed by pupils, and the fathers of pupils, for a similar purpose. These prizes, and the Franklin medals, the "gift of Franklin," are given for general scholarship and good conduct, or for specified performances. The prizes are announced at the annual exhibition or prize declamation in May, and given to those who won them, at the annual visitation by the committee at the close of the school-year, when the medals are awarded. After Dr. Gardner's death, some of his former pupils residing in New York subscribed a sum of money for two prizes, one to be given for an essay in English literature, and the other for one in natural science, and to be called the "Gardner prizes." These were awarded for two years; but, some objection having arisen from the School Committee,

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PUBLISHED BY
MOSES KING.